

About this document

This progression of skills demonstrates how we meet the requirements of the National Curriculum across our school. It shows how we cover all of the statutory requirements within our own curriculum and how it is tailored and specific to the needs and interests of our children.

In this document, enrichment activities such as trips, visits, local walks and engaging practical activities are highlighted in **yellow**. Key skills and learning objectives are in **bold**. Finally, key vertical (across year groups), horizontal (across subjects within a year group) and diagonal (across year groups and subjects) links are highlighted in **green**.

Key Aims of the National Curriculum

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1 Key Skills:

Pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework
- identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions
- choose and use parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

NC Content and topic	Y1 Learning Journey
<p><i>Changes within living memory</i></p> <p style="text-align: center;">Toys</p>	<p>Children will learn about popular toys through the 20th century and the early 21st century. Children will bring in and discuss their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Children will be able to ask and answer questions about toys from the past to help them find out about and have more of an understanding of the different toys from the past. Children will be able to identify similarities and differences between toys from the past and toys now through pictures and discussions with parents. Children will compare the toys from past and present by using common words and phrases relating to the passing of time. Children will use their grammar skills to use the past tense. Children will use their DT skills to design a toy from the past.</p>
<p><i>Events beyond living memory</i></p> <p style="text-align: center;">Castles</p>	<p>Children will begin by asking questions about castles based on what they already know or think they know. Using a range of primary sources e.g. photographs and art work of castles in UK and will suggest their primary function, imagining who might live there and what the interior might be like. Children will look at some of the castles build by Edward I in Wales e.g. Corfe Castle and develop an awareness of when, how and why they were built, using a range of sources. Children will look at the fate of some of these castles today and suggest reasons for many of their decline. Finally, children will visit Windsor Castle, and will compare what they imagined a castle to be like inside and out, with the real thing.</p>
<p><i>Significant historical events, people and places in their own locality</i></p> <p style="text-align: center;">Victorian Schools and Khalsa</p>	<p>Developing a sense of the past and how it lives in our local areas have changed, children will study primary sources (e.g. photographs) of a Victorian classroom and Victorian images of Norwood Green, taking a local walk to the old school house and police station. They will compare and contrast them with our school, imagining what the differences might be. Children will place the Victorian era on a timeline and compare it, chronologically, with other events they are familiar with. They will gain an understanding of the life of Queen Victoria and appreciate why she was such an important figure. Visiting Osterley House, children will experience a Victorian School day and will summarise their learning by explaining why they would/would not like to attend school in the Victorian era.</p>
NC Content	Y2 Learning Journey
<p><i>Changes within living memory</i></p> <p style="text-align: center;">Technology and Inventions</p>	<p>Over this learning journey, children will discover how much our lives have been transformed through modern technology. Starting with a range of objects they can handle e.g. analogue cameras, washing machines, children will discuss what they might be for and whether they are modern or old, ordering them in terms of chronology. Conducting their own oral history project, children will investigate how their parents and grandparents used technology and performed tasks such as contacting friends and family, comparing with how they do it. Focussing on how technology and modern medicine has been improved by technology, children will look at the life of Florence Nightingale, comparing hospitals before her time, after and modern hospitals. Children will finish by discussing what they think might change in the future and designing an invention to solve a problem.</p>
<p><i>Events beyond living memory</i></p>	<p>In this topic, children will be investigating how London has changed since the 17th Century. Children will ask, and attempt to answer, initial questions about the Great fire of London based on a range of sources e.g. maps and</p>

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<p>The Great Fire of London</p>	<p>pictures. Discussing the chronology of the event itself, pupils will develop an understanding of the main events, writing a recount, and will be able to place the fire on a timeline in relation to other events. Using a range of primary and secondary sources they will investigate and identify similarities and differences between modern and Stuart London. They will choose historical sources such as maps and Samuel Pepys's diary to find out how they help us to understand more about the fire and how London has changed. Finally, children will use their DT skills to create model houses which they will then set fire to with help from the London Fire Brigade.</p>
<p><i>Significant historical events, people and places in their own locality</i> Norwood Green Then and Now</p>	<p>Linked to their topics on Victorian era, children will look at maps of Southall and Norwood Green from a variety of different times, comparing and contrasting with a modern map. They will make suggestions for the types of jobs, houses and demography during these times and will take a local walk to look for signs of historic interest e.g. buildings and road names. Children will produce a timeline for Norwood Green, from the Saxon era to the modern day, choosing important dates and events to include (along with a selection of sources) and explaining, through their writing, the impact they had on the local area.</p>

KS2 Key Skills:

Pupils should

- continue to develop a chronologically secure knowledge and understanding of British, local and world history
- establish clear narratives within and across the periods they study
- note connections, contrasts and trends over time
- develop the use of appropriate historical terms
- address and devise historically valid questions about change, cause, similarity and difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how our knowledge of the past is constructed from a range of sources.

NC Content	Y3 Learning Journey
<p><i>the achievements of the earliest civilizations</i></p> <p>Ancient Egypt</p>	<p>Children will develop their chronological knowledge by placing the Ancient Egyptian civilisation on a timeline; beginning to understand when the civilisation existed and comparing with other historical events that they are familiar with. Children will use a variety of sources to understand how religion influenced Egyptian life and death, including mummification and pyramids. They will develop a secure understanding of the mummification process, including the correct terminology, and retell it through drama with tissue paper. Finally, children will develop an understanding of Egyptian writing, looking at how we have come to understand it through archaeology. They will visit the British Museum and look into the work of famous archaeologists such as Howard Carter and understand how our knowledge of Ancient Egypt has been increased by their work.</p>
<p><i>the Roman Empire and its impact on Britain</i></p> <p>The Roman Invasion and British Resistance</p>	<p>Using a timeline with events they are already familiar with, including the rise and fall of the greater Roman Empire, children will chronologically place the Roman invasion and decline in Britain. They will use a range of sources to ask and answer questions about what life was like in Celtic Britain prior to the Roman invasion, including warrior traditions, homes and clothing. Children will gain an understanding of the story of the Roman invasion, including Caesar’s initial exploration, contrasting the military skills of the Roman army with the Celts. Focussing on Boudicca’s rebellion and Hadrian’s Wall, children will retell the story of British resistance and how the Roman’s subdued insurgencies, studying a range of sources for information. Finally, children will contrast Roman Britain with Celtic Britain, noting some key developments and the Roman legacy in Britain.</p>
<p><i>a local history study</i></p> <p>My Family</p>	<p>Year 3 will begin by looking the family tree of someone famous e.g. Queen Elizabeth and ask questions such as <i>how are they able to trace their family?</i> or <i>what does a source like this tell us?</i> They will investigate how a family tree works and draw conclusions from other family trees, tracing births, marriages etc. Children will conduct their own research with members of their own family by asking key questions and gathering sources such as photos. They will create their own family tree as a historical document, tracing their family as far back as they can and telling the story of significant individuals using</p>

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	appropriate terms and linking it to their knowledge of local history if applicable.
NC Content	Y4 Learning Journey
<i>Britain's settlement by Anglo-Saxons and Scots</i> Life in Saxon Britain	Children will explore the chronology of Anglo-Saxon settlement in Britain and will consider and discuss how this relates to other historical events that they have learned about. Children will devise questions about the Roman retreat from Britain and the Saxon invasions, using sources such as maps to locate key areas (e.g. Rome, Saxony, London). With a focus on settlements, homes and daily life, children will compare and contrast Saxon Britain with that of Roman , Celtic and modern Britain. Children will use key primary sources such as the Sutton Hoo helmet to closely examine Saxon artefacts, asking questions and suggesting answers as to why they were significant, how they were made and what they were used for. Finally, children will take part in an Anglo-Saxon School day at Chiltern Open Air museum, gaining first hand experience of everything they have learnt about and answering any questions they have asked during their learning journey.
<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Henry VIII and the changing role of the monarchy	Children will explore England during the reign of Henry VIII, establishing the chronological position of his reign within the Tudor era, and the Tudor era with the history of Britain. They will discover some of the key events in the life of Henry VII, comparing and contrasting his rule with the role of the monarchy today. Children will study a range of sources, asking and attempting to answer questions about the causes, events and impact of Henry VII's break with Rome and establishment of the Church of England . Children will visit Hampton Court Palace to develop an understanding of the way in which Henry VIII and other Tudor monarchs lived their lives. Finally, children will give their opinions on Henry VII's legacy and compare this with how he has been portrayed in the past.
<i>A local history study</i> How the Railways Changed Southall	Linked to what they already know about the Victorian era and the history of Norwood Green, children will look at a range of sources and ask questions about the expansion of suburban railways in London. Children will establish a clear narrative about the development of railway in the UK, researching the lives of key figures such as James Watt and George Stephenson. They will visit the London Transport Museum to learn more about the development of the railway (including the London Underground), noting changes over time and the impact. Finally, children will study maps of Southall before and after the introduction of railway, draw conclusions about their impact and compare them with other suburban areas of London.
NC Content	Y5 Learning Journey
<i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> The Industrial Revolution and British Empire	Linking with their knowledge of Victorian Britain and the changing face of their local area during the last 200 years, children will develop a secure understanding of when the Industrial Revolution took place, the major events and figures . They will investigate what the term 'revolution' means, comparing it with other revolutions and asking questions about this one. Children will develop a secure narrative understanding of what drove the Industrial Revolution and what it achieved, using a range of sources. They will then develop an understanding of the growth and changing nature of the British Empire

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	<p>during the same period, attempting to make connections and answer some of their previous questions. Demonstrating a clear understanding of the links between industry, trade and empire, children will study some of the negative effects on the populations involved. They will finally make their own conclusions about the impact of the Industrial Revolution on Britain and the world.</p>
<p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p style="text-align: center;">Viking Raids and Saxon Resistance</p>	<p>Children will begin by studying a range of maps of Britain from late Roman era to 1066, asking questions and discussing possible answers about who was ruling and how, recalling what they already know about Saxon Britain. Children will be introduced to the chronology of Viking Britain, starting with Portland and Lidisfarne, charting the various large scale raids and invasions and ending with Cnut and his sons. They will make comparisons with other invasions and settlements they have studied e.g. Romans and Saxons attempt to answer questions about the nature of Viking raids. Studying a range of sources such as Skaldic poems and the England Runestones, children will attempt to understand the reasons for Viking raids. They will use sources such as maps to investigate where Vikings came from and where they travelled to, the technology that took them there and their lasting legacy.</p>
<p><i>changes in Britain from the Stone Age to the Iron Age</i></p> <p style="text-align: center;">Stonehenge and Prehistoric Britain</p>	<p>Year 5 will start by discussing the significance of the word ‘prehistoric,’ developing their chronological understanding of when this period might relate to ‘ancient’ or ‘classical’ civilisations they are familiar with. They will suggest reasons for the limited range of evidence and sources for prehistoric life and compare it with later history. Children will be introduced to the Stone Age and how humans came to inhabit the British Isles after the ice age and how the islands themselves came to be formed. They will look at sources such as maps, tools and other implements and ask questions about the lives of the people during this period, using their own research to answer them. Children will then look at the Iron and Bronze ages, studying a range of sources then comparing and contrasting technology and subsequent changes to lifestyles. Finally, children will investigate and retell the story of Stonehenge; theories about its purpose, technology used to build it and how it has been used and treated throughout history to the present day.</p>
<p>NC Content</p>	<p>Y6 Learning Journey</p>
<p><i>A study of Greek life and achievements and their influence on the western world</i></p> <p style="text-align: center;">Ancient Greece</p>	<p>Year 6 will study the timeline of Greek civilisation, from the pre classical period to the Delian League and Hellenic Greece, briefly discussing key events and placing them within a larger timeline of other periods of history they have studied. Children will closely observe a range of primary sources and objects at the British Museum, asking questions and attempting to draw some conclusions about Greek society. They will retell the story of the Parthenon and its long history, making arguments about and debating the fate of the Elgin marbles. Recalling their work on Romans, children will draw comparisons between Greek and Roman society (e.g. religion, art and warfare) and the legacy of Greek society today.</p>
<p><i>a non-European society that provides contrasts with British history</i></p>	<p>Children will begin by identifying where and when the Mayan civilisation was to develop an understanding of chronology and develop a secure knowledge and understanding of world history using the correct historical vocabulary. The children will compare the Mayan period with Britain at</p>

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<p>Mayan civilization c. AD 900</p>	<p>the same time using artefacts and pictures to devise questions and make judgements and consider the difference between primary and secondary sources. They will experience what life was like in a Mayan community such as making their own hot chocolate and head pieces and learn the many aspects of why the Mayan's were, and are now regarded as a significant part of world History.</p>
<p><i>a local history study</i></p> <p>Gurdip Singh Chaggar, Blair Peach and the Southall Youth Movement</p>	<p>Linked with what they already know about Southall and Norwood Green in the past, children will investigate the change in demographic in the second half of the twentieth century using a range of sources. They will suggest reasons and ask questions for the changes, based on their knowledge of the British Empire, their own families, and the post war era. Using a range of sources, children will compare what was happening in Southall with other areas of the UK e.g. Bradford, Handsworth, and Brixton and will use contemporary sources to explore some of the tensions caused by these changes. Children will develop a narrative understanding of the murder of Gurdip Singh, The Southall Riots and the death of Blair Peach, using a range of sources. Finally, children will speak to members of the local community involved in the SYM and make comparisons with their experiences today.</p>